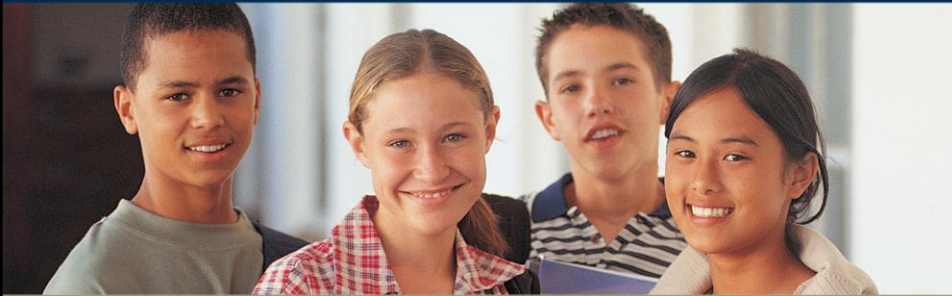# School Psychology Hot Topics

State Superintendent's Conference on Special Education and Pupil Services Leadership Issues

Implementing MLSS & the NASP Practice Model

15 October 2014, 10-11 am

Kathryn Bush, PhD.

Wisconsin Department of Public Instruction School Psychology Consultant

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Agenda

- What does the NASP Practice Model say about the role of the school psychologist?
- What are Multi-Level Systems of Support and how are they related to RTI and PBIS?
- How do the NASP Practice Model and Multi-Level Systems of Support connect?
- The Benefits of NASP Practice Model Adoption
- Resources

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Key Messages

- School psychologists are well trained to provide a broad array of services and may be an underutilized resource in your school district.
- School psychologists can positively contribute to current school reform and accountability efforts like implementation of RTI, & PBIS.
- Supporting the adoption of the NASP Practice Model can help transform the practice of school psychologists at the state and local level.

3

What does the NASP Practice Model say about the role of the school psychologist?

What do national standards do for a profession?

- Provide a **unified set of national principles** that guide graduate education, credentialing, professional practice and services, and ethical behavior.
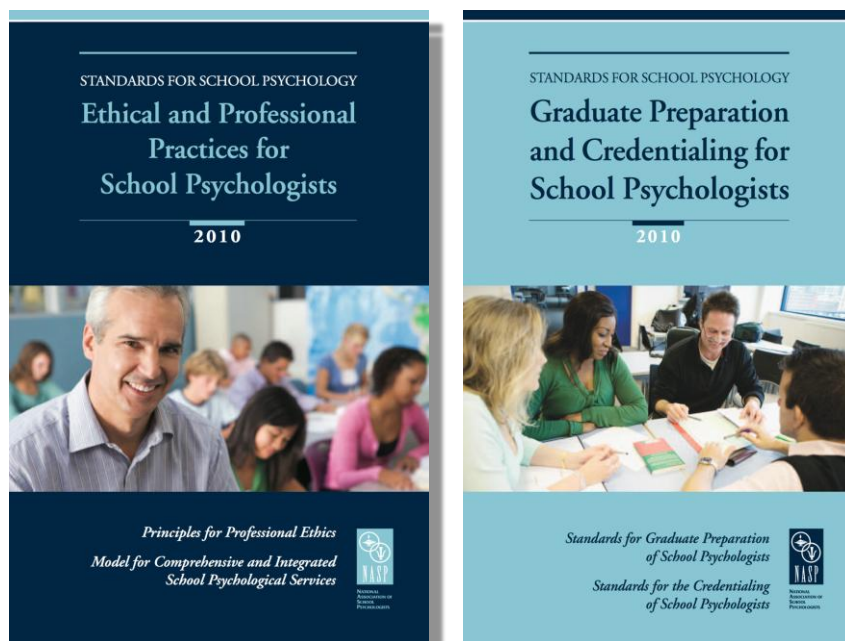
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Standards For School Psychology
Revised And Adopted - 2010

- Standards for Graduate Preparation of School Psychologists
- Standards for the Credentialing of School Psychologists
- Principles for Professional Ethics
- **Model for Comprehensive and Integrated School Psychological Services (known as the NASP Practice Model)**

http://www.nasponline.org/standards/2010standards.aspx

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6

STANDARDS FOR SCHOOL PSYCHOLOGY
Ethical and Professional Practices for School Psychologists

2010

Principles for Professional Ethics
Model for Comprehensive and Integrated School Psychological Services

STANDARDS FOR SCHOOL PSYCHOLOGY
Graduate Preparation and Credentialing for School Psychologists

2010

Standards for Graduate Preparation of School Psychologists
Standards for the Credentialing of School Psychologists

7   http://www.nasponline.org/standards/2010standards.aspx

What does the NASP Practice Model do for School Psychology (SP)?

- It **promotes consistency of practice** by delineating what services might reasonably be expected to be available from school psychologists.

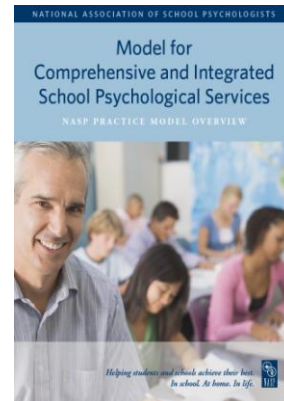- promotes the connection between our research, training, standards… and our actual practice.

8

4

Model for Comprehensive and Integrated SP Services: Key Components

Organizational Principles:
- Intended to be utilized by organizations that employ school psychologists
- Provides recommended guidelines for supervision, staffing, working conditions, etc.

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Organizational Principles

- Outlines the organizational conditions that must be met in order to ensure effective delivery of school psychological services for children, families, and schools.

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Key Considerations

- **Supervision & Mentoring**
  - Credentialed school psychologist
  - Promote professional growth
- **Professional Development**
  - Provide access to professional development opportunities enabling the SP to remain current
- **Practitioner to Student Ratios**
  - When a school psychologist is practicing a broad based role as delineated in the NASP Practice Model, the recommended ratio is 1 school psychologist to every 500-700 general education students.

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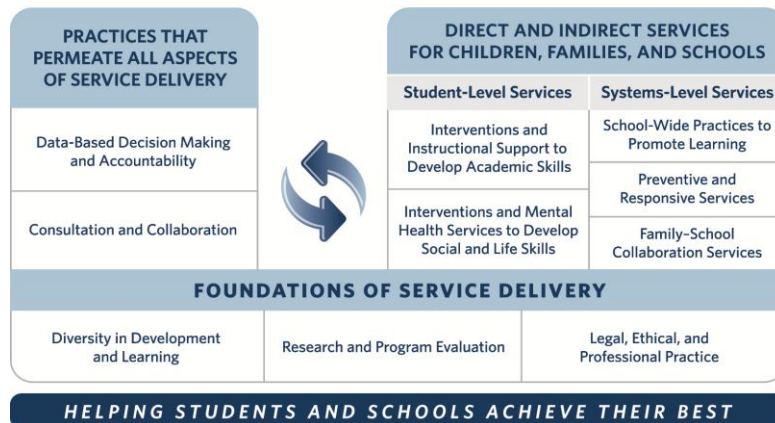
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Scope of Practice

- The NASP Practice Model <u>delineates the breadth of services</u> that can be expected for comprehensive school psychological service programs

- The <u>scope of practice of individual practitioners will be dependent on system issues</u> such as workload, practitioner to student ratios, intensity of student needs, culture & traditions surrounding practice in a school or district, educator collaboration, etc.

- Some <u>school psychologists may specialize</u> in specific services aligned with specific domains based on the needs of the district

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Time for a Turn & Talk

What are the three most important things a school psychologist contributes to students and schools?

What are Multi-Level Systems of Support (MLSS) and how are they related to RTI and PBIS?

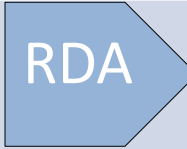## What are <u>Multi-L</u>evel <u>S</u>ystems of <u>S</u>upports (MLSS)?

- Evolving definition
  - Growing out of RTI and PBIS
  - Similar to 3-component learning supports model (UCLA) and Integrated Systems Framework
- Emerged out of state work and national initiatives
- Advanced by key national leaders
- Aligns with comprehensive and coordinated school services models
- Different states use different terms: Example: Other states & nationally, it is called multi-tiered systems of support
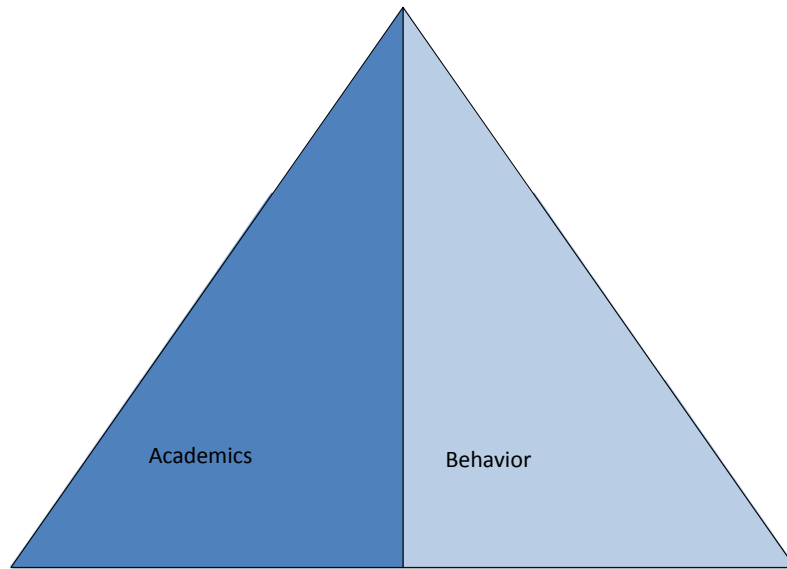
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Wisconsin's Vision
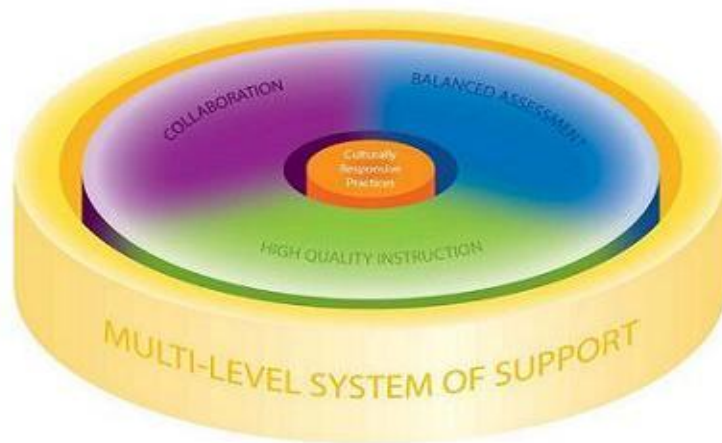
17

MLSS Are Fueled By…

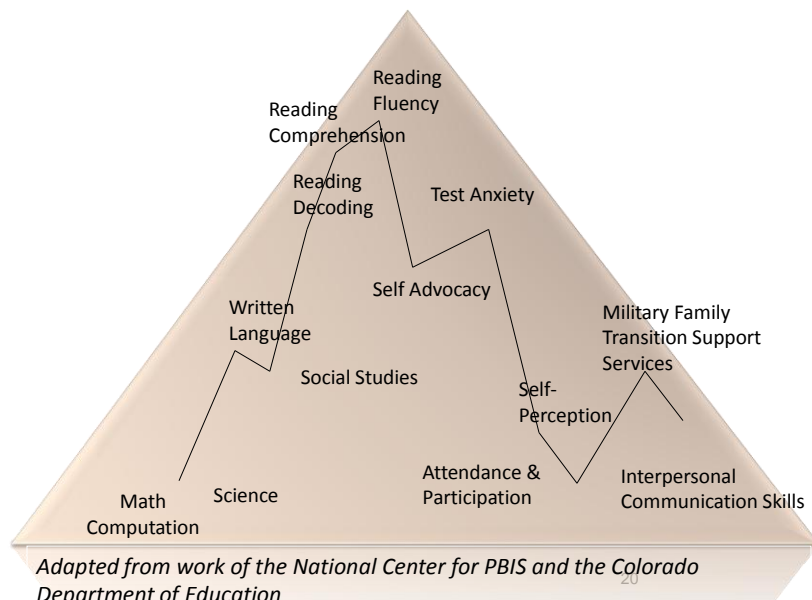| Nationally: MTSS	Wisconsin: RtI & PBIS
Cradle to College & Career Focus	
Coordination & Collaboration	
Evidence Based Practice	
Data-Driven Decision-Making	
Accountability	RDA
Improved Student Outcomes for ALL students	

Do these sound familiar and important to you and your work?
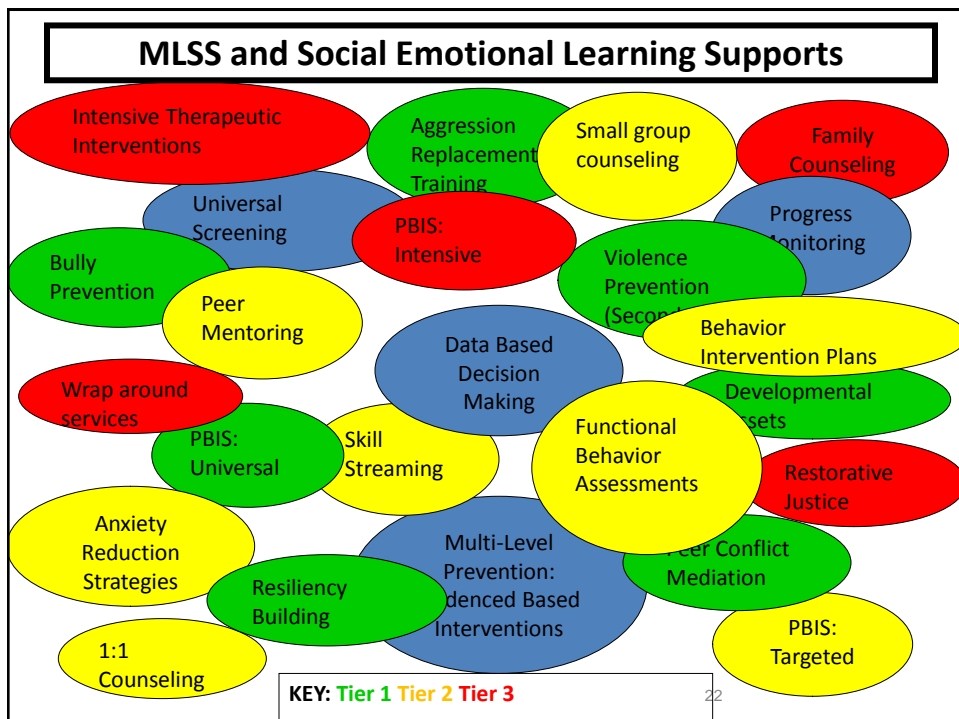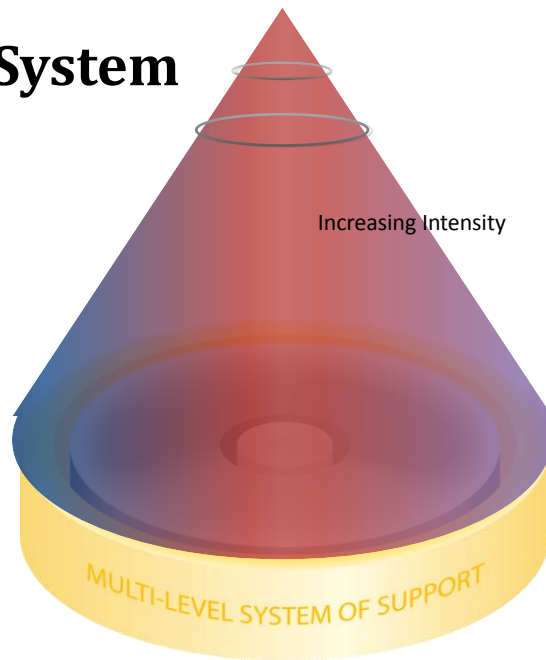
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Multi-Level Systems of Support

Academics

Behavior

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MLSS Serves the Whole Child

Reading Fluency

Reading Comprehension

Reading Decoding

Test Anxiety

Written Language

Self Advocacy

Military Family Transition Support Services

Social Studies

Self-Perception

Math Computation

Science

Attendance & Participation

Interpersonal Communication Skills

Adapted from work of the National Center for PBIS and the Colorado Department of Education

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Multi-Level System of Support

Systematically providing differing levels of intensity of supports based upon student responsiveness to instruction and intervention
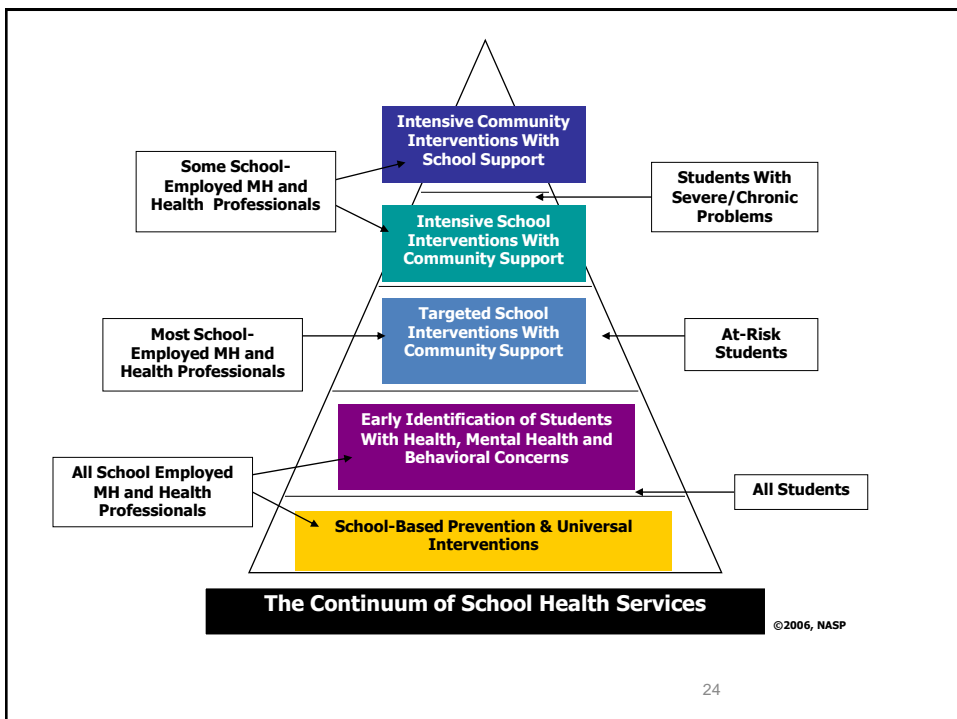
Increasing Intensity

MULTI-LEVEL SYSTEM OF SUPPORT

MLSS and Social Emotional Learning Supports

Intensive Therapeutic Interventions

Aggression Replacement Training

Small group counseling

Family Counseling

Universal Screening

PBIS: Intensive

Progress Monitoring

Bully Prevention

Peer Mentoring

Violence Prevention (Secon...

Behavior Intervention Plans

Data Based Decision Making

Wrap around services

PBIS: Universal

Skill Streaming

Functional Behavior Assessments

Developmental Assets

Restorative Justice

Anxiety Reduction Strategies

Resiliency Building

Multi-Level Prevention: Evidenced Based Interventions

Peer Conflict Mediation

1:1 Counseling

PBIS: Targeted

KEY: Tier 1 Tier 2 Tier 3

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What does 8:00am-3:00pm look like? How about 3:00pm-7:00pm?

High Quality Academic Instruction

Wellness

Social Emotional Learning

HEALTH

Intensive Community Interventions With School Support

Some School-Employed MH and Health Professionals

Students With Severe/Chronic Problems

Intensive School Interventions With Community Support

Targeted School Interventions With Community Support

Most School-Employed MH and Health Professionals

At-Risk Students

Early Identification of Students With Health, Mental Health and Behavioral Concerns

All School Employed MH and Health Professionals

All Students

School-Based Prevention & Universal Interventions

The Continuum of School Health Services

©2006, NASP

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Who are the school-employed professionals supporting MLSS?

- Teachers
- Principals
- School Counselors
- School Nurses
- School Psychologists
- School Social Workers
- Special Educators
- Occupational & Physical Therapists
- Speech and Language Therapists
- Others

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With whom do schools connect in the community to build a comprehensive multi-level system of supports?

- Private clinical psychologists, social workers, and counselors; marriage & family therapists
- Mental Health providers in co-located clinics in schools
- Pediatricians
- Child Care Providers
- Social services
- Law Enforcement
- Recreation and Family Centers
- After School Programs
- Faith Based Community
- Community Support Teams or Wrap-Around Services
- Community Care Systems

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MTSS Are ALL-Education Focused

- Response to Intervention—Problem focused; Solution focused
- Positive Behavior Supports
- Early Intervention and Prevention Services
- Academic & Social Emotional Learning Supports
- Individualized Comprehensive Assessments
- Special education services
- Behavioral Intervention
- School Accountability
- School Safety and Climate
- Drop out Prevention
- College and Career Planning
- Comprehensive "Wrap-Around" services
- School-Community Partnerships
- Family engagement

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Wisconsin Vision for RTI

- A process for achieving high levels of student success
- Focus on supports for ALL children
- Interactive components with a centered around culturally competent practice:
  - High Quality Instruction
  - Balanced Assessments
  - Collaboration
- Delivery of Multi-Level Systems of Support (MLSS)

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Example Of Proposed
Federal Legislation: MTSS

HR 2272 Literacy Education for All, Results for the Nation Act (LEARN Act) (Sponsor: Rep. Yarmuth)

(15) MULTITIER SYSTEM OF SUPPORTS- The term `multitier system of supports' means a comprehensive system of differentiated supports that includes evidence-based instruction, universal screening, progress monitoring, formative assessment, and research-based interventions matched to student needs, and educational decision making using student outcome data.

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How do the NASP Practice Model and Multi-Tiered Systems of Support connect?

Linking MLSS And The NASP Practice Model

- **Core components of RTI+ PBIS= MLSS:**
  - Data Based Decision Making
  - Evidenced Based Practices
  - Culturally Responsive
  - Screening
  - Progress Monitoring
  - Comprehensive and Coordinated Multi-tiered Prevention and Intervention

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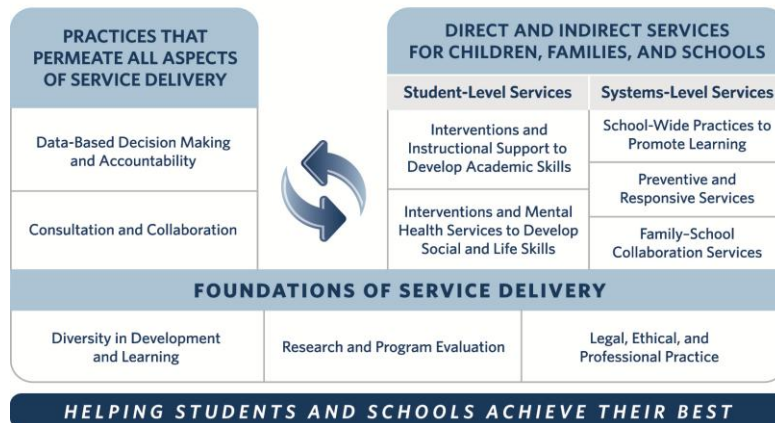
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Data-Based Decision Making

- Collect student data
- Monitor & evaluate data
- Conduct assessments
- Determine eligibility for special programs
- Consultative Problem solving framework
- Communicate and consult with stakeholders and school leaders findings
- Collaborate for effective service delivery
- Keep abreast of best practices in data collection and analysis
- Evaluate fidelity of implementation and program effectiveness
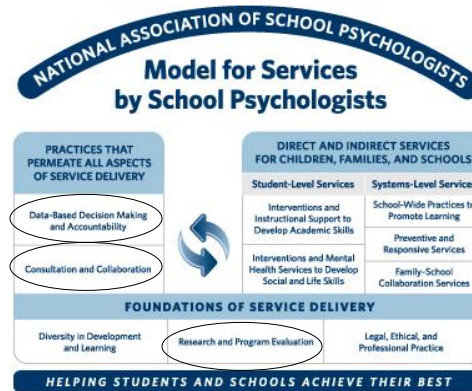
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Evidenced Based Practices

- Identify risk and protective factors
- Design universal screening to identify student needs
- Implementation and evaluation of evidenced based academic, social-emotional, and behavioral programs and services
- Systemic decision making and comprehensive systems
- Intervention acceptability and fidelity
- Study scholarly research addressing "best practices"
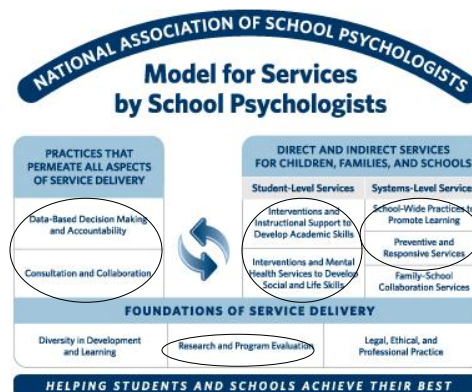
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Culturally Responsive

- Address individual strengths and weaknesses
- Assess effectiveness of family engagement strategies
- Recognize any personal bias and respond by promoting justice and fairness
- Advocate for family participation and involvement
- Create linkages between schools, families, and communities
- Identify cultural issues impacting family engagement and participation
- Consider the unique development of children
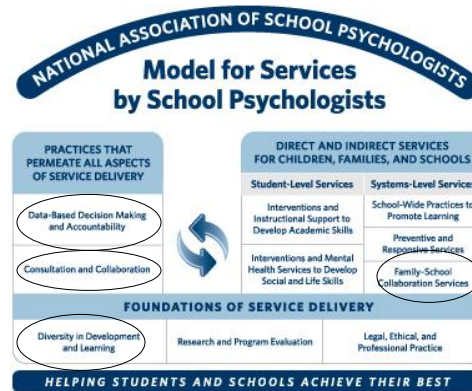
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Universal Screening

- Identify, select, and implement "best practice" universal screening tools and procedures
- Analyze collected screening data and determine students at risk
- Establish systems, policies, and practices that involve ongoing review of data
- Consult with stakeholders about the screening data and engage support for prevention programming
- Progress monitor all students on indicators of academic, soc-emot, & behavioral progress
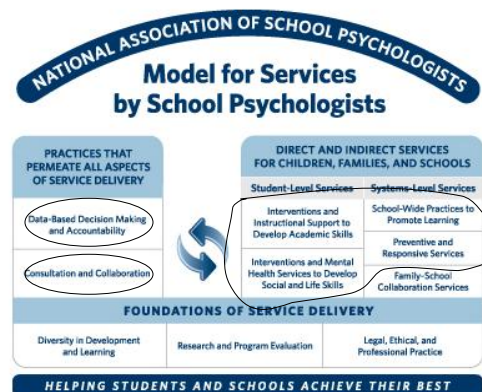
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Progress Monitoring

- Assist in interpreting the value of summative assessment data and the implications for curriculum and practice.
- Utilize formative assessment processes to collect and analyze data.
- Adjust instruction and interventions in response to data and student performance growth over time.
- Perform periodic checks of student progress on specific indicators
- Progress monitor all students on indicators of academic, social-emotional, & behavioral progress
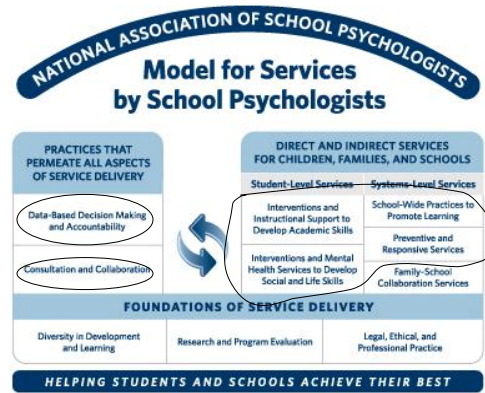
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Comprehensive & Coordinated Intervention and Prevention

- Universal Screening
- Assessment and diagnosis
- Promotion and prevention
- Universal, targeted and intensive evidenced based interventions (PBS/PBIS, SEL, RTI, skill instruction, counseling, etc.)
- Data collection (progress monitoring) and data based decision making
- Community-School collaboration (beyond co-location) for comprehensive services Consultation with families, teachers, and administrators
- Advocate for professional roles that enhance learning and MH for all students
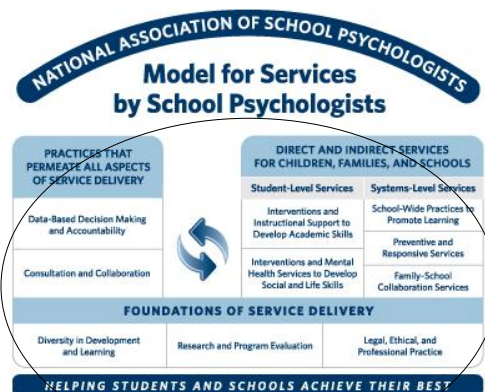
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School Psychologists can contribute to RTI by…

- Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

(National Center for Response to Intervention, http://www.rti4success.org

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School Psychologists Can Help Through Expanded Roles

- MLSS problem solving team collaborator
- Student intervention specialist
- Assessment & evaluation specialist
- Data director, coordinator, and/or analyst
- Universal screening coordinator
- Progress monitoring specialist

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Time for a Turn & Talk

If you could add or increase one thing in the services of school psychologists what would it be? (Hint: This should add value.)

If you could eliminate or reduce one service from existing roles, what would it be? (Hint: This has minimal perceived value.)

Working Together

Importance of Relationships in Change

"There will never be enough laws, policies, processes, documents, etc. to force change.

…Change is best realized through the relationships we build with those people and groups that have a common interest toward solving a persistent problem or seizing an opportunity."

--**Bill East, Executive Director of NASDSE, 2012**

Role of Collaboration in Wisconsin's Vision

The Benefits of NASP Practice Model Adoption and How You Can Help

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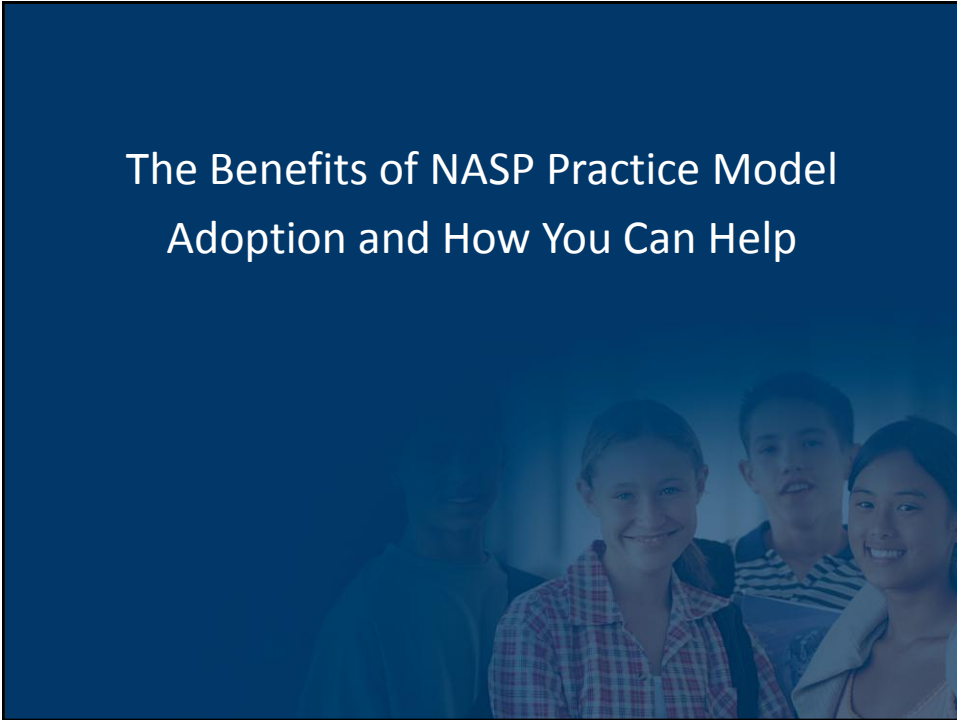
Why should a district adopt the NASP Practice Model?

- Promotes a comprehensive role and services
- Promotes consistency of practice across districts
- Better utilizes SP skills related to behavior, problem solving, progress monitoring, assessment, intervention, and school safety (RTI, PBIS, climate)
- Engages SP in prevention & problem solving
- Promotes collaboration
- Emphasizes the importance of data based decision making and the contributions that SP can make
- Provides a foundation for personnel evaluation
- Provides recommendations for the delivery of SP services

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Improving Student Outcomes

- **School psychologists help improve instruction and learning**
  - **School psychologists work with teachers to motivate all students to engage in learning, and interventions that foster students' engagement in school have been shown to:**
    - **Reduce high school dropout** (Reschly & Christenson, 2006; Sinclair, Christenson, Evelo, & Hurley, 1998)
    - **Improve academic performance** (Catalano, Haggerty, Oesterle, Fleming, & Hawkins, 2004; Battistich,Schaps, & Wilson, 2004).

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Improving Student Outcomes

- **School psychologists support healthy successful students**
  - School psychologists work with students and their families to support students' social, emotional, and behavioral health, and research has shown that students who receive this type of support achieve better academically in school (Fleming et al., 2005; Greenberg et al., 2003; Welsh, Parke, Widaman, & O'Neil, 2001; Zins, Bloodworth, Weissberg, & Walberg, 2004).

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Improving Student Outcomes

- **School psychologists help create safe, positive school climates**
  - School psychologists work with teachers and administrators to create classroom environments and school climates that are conducive to learning, and research has shown that improving school climate is associated with increases in student performance in reading, writing, and mathematics, both in low- and high-performing schools (Hanson, Austin, & Lee-Bayha, 2004; Spier, Cai, & Osher,2007; Spier, Cai, Osher, & Kendziora, 2007)

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Improving Student Outcomes

- **School psychologists work to strengthen family-school partnerships**
  - School psychologists work with students and their families to identify and address learning and behavior problems that interfere with school success, and school-based behavioral consultation has been shown to yield positive results such as remediating academic and behavior problems for children and reducing referrals for psycho-educational assessments (MacLeod, Jones, Somer, & Havey, 2001)

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Improving Student Outcomes

- **School psychologists work to improve assessment and accountability**
  - School psychologists work with teachers to design and systems to monitor student progress, and school staff rate as very important the assessment, consultation, counseling, and behavior management services provided by school psychologists (Watkins, Crosby, & Pearson, 2007)

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Overall, SPs Practicing In A Broad Based Role Can Help….

- Reduce unnecessary and inappropriate referrals to special education
- Reduce drop out rates and improve graduation rates
- Reduce discipline referrals and out of school suspension and expulsion rates
- Improve individual student behavior
- Improve overall school climate
- Improve academic achievement for both general and special education students

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Local School Districts Can Help…

Principals, central office school administrators, and parents can help by…

- Asking a SP to present the NASP Practice Model to the Board of Education, central administrators, parents, and other interested stakeholders

- Conducting a needs assessment about current SP practices and identifying discrepancies from the NASP Model in policy and practice. Consider both caseload (ratios) and workload (services)

- Assisting school psychologists in accessing professional development needed to reduce discrepancies between current practice and the NASP Practice Model

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Local School Districts Can Help…
continued

- Ask a School Psychs what kinds of support they would need to transition to the NASP Model.

- As a School Psychs to participate on your district and building level data collection & analysis teams

- As a School Psychs how they can help infuse social emotional learning into the curriculum and culture of schools

- Help a School Psych examine the services that they are offering and coach them on ways to improve efficiency

- Help the School Psychs personnel appraisal process focus on their professional growth within the domains of the Practice Model

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NASP Practice Model Resource Page

http://www.nasponline.org/standards/practice-model/
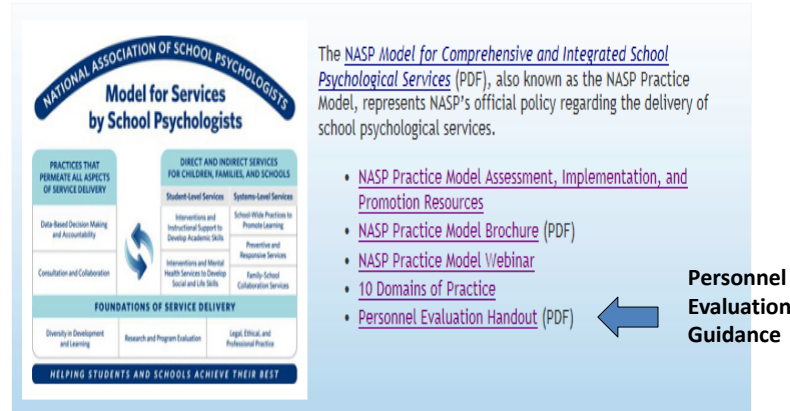
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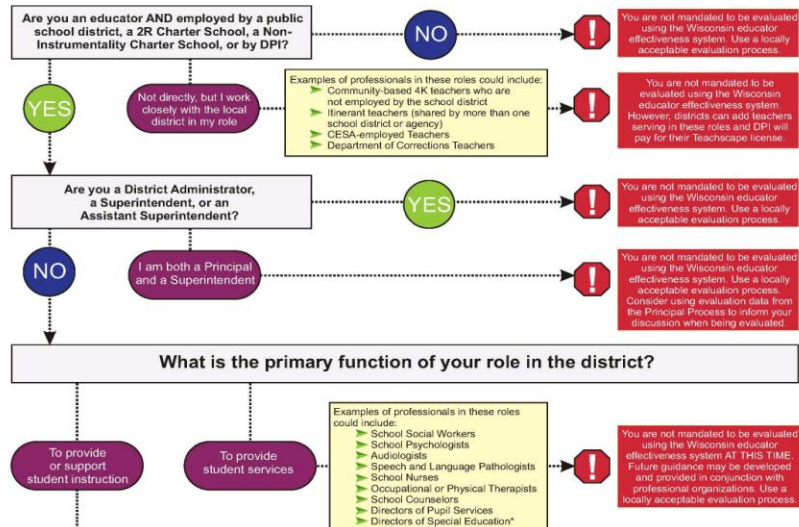
Wisconsin's Educator Effectiveness mandate

http://ee.dpi.wi.gov/files/ee/pdf/Flowcharttoidentifymandatededucators.pdf

Use a locally acceptable evaluation process.
Examples at http://sspw.dpi.wi.gov/sspw_cpsi

Multiple Measures

Based on Evidence of Educator Practice

Based on Evidence of Student Outcomes

Examples of Evaluation Rubrics

Evidence of Educator Practice

Improving Student Outcomes

- **School Psychologists: Improving Student Outcomes**
    - Links research, policy and practice
    - Cross references our standards for practice, our policy papers & frameworks, and the research associated with improved student outcomes.
    - http://www.nasponline.org/advocacy/SP_Improving_Student_School_Outcomes_Final.pdf

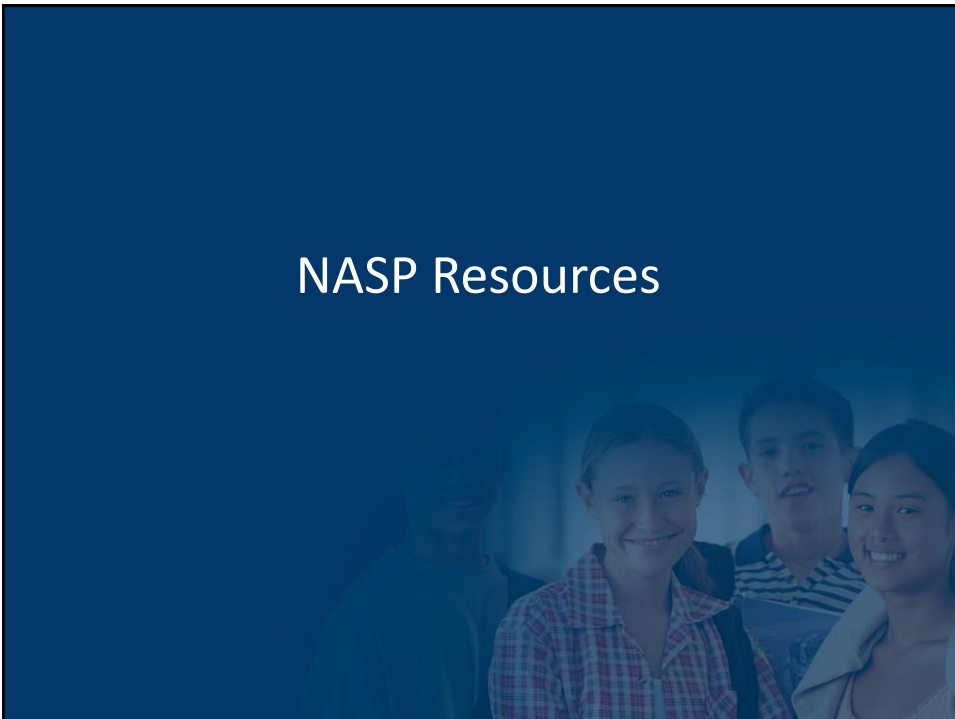Evidence of Student Outcomes

Questions/Comments

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Thank You

Kathryn L. Bush, Ph.D.
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Student Services/ Prevention & Wellness Team
Wisconsin Department of Public Instruction
Kathryn.bush@dpi.wi.gov 608.266.1999

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NASP Resources

Online NASP
Practice Model Resources

Visit the NASP Website……

http://www.nasponline.org/standards/practice-model/

NASP Practice Model Resource Page
– http://www.nasponline.org/standards/practice-model/Implementation-and-Promotion-Resources.aspx

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Featured Resources That Could
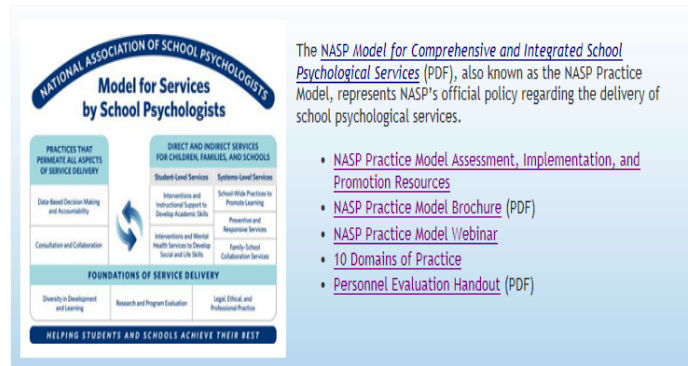# Be Helpful to SEAs and LEAs

- Self Assessment
- NASP Practice Model Webinar
- CQ Featured Column
- Online Learning Center
- NASP Domain Resource Pages

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NASP Practice Model Resource Page

NASP Practice Model:
Improving outcomes for students and schools

The NASP *Model for Comprehensive and Integrated School Psychological Services* (PDF), also known as the NASP Practice Model, represents NASP's official policy regarding the delivery of school psychological services.

- NASP Practice Model Assessment, Implementation, and Promotion Resources
- NASP Practice Model Brochure (PDF)
- NASP Practice Model Webinar
- 10 Domains of Practice
- Personnel Evaluation Handout (PDF)

More Resources and Self-assmt

http://www.nasponline.org/standards/practice-model/

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Practice Model Self Assessment

- Designed for practitioners
- Asks respondents to indicate what they do in practice (specific activities) and that activity's perceived importance.
- All items align with the 10 domains of practice.
- Takes approximately 15 minutes to complete.
- Completed assessments provide a summary report (by domain) that can be used for professional development planning.
 - http://www.nasponline.org/standards/survey/self-assessment-intro.aspx

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http://www.nasponline.org/standards/practice-model/Implementation-and-Promotion-Resources.aspx

Implementation and Promotion Resources

- Download the *NASP Practice Model Overview brochure* (pdf)
- Download the *NASP Practice Model Overview* (PowerPoint)
- Take the Self-Assessment on where your practice aligns with the model and a personalized print-out of professional development needs
- Key Messages About the Value of School Psychologists (pdf)
- **New** - NASP Advocacy Roadmap: NASP Practice Model
- **New** - A Framework for the Personnel Evaluation of School Psychologists Utilizing the NASP Practice Model
- The NASP Practice Model: A Framework for Promoting (and Implementing) A Comprehensive Role
- Advocacy Resources for State Leaders (doc)
- 2010 Standards
- What is a School Psychologist? (pdf)
- School Psychologists: A more valuable resource (pdf)
- NASP Practice Model Webinar
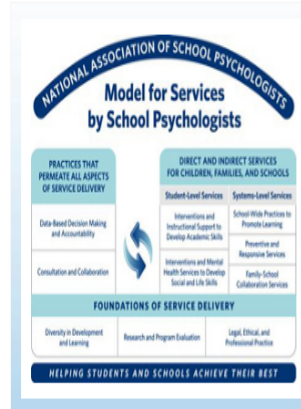
Self-Assmt
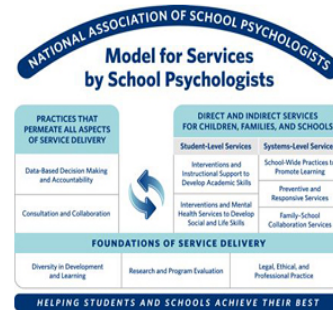
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Domain Pages

Four types of online resources have been compiled for each of the 10 domains:

- –NASP Policy & Resource Documents
- –Scholarly Articles
- –Webinars, Workshops, & Trainings
- –NASP Publications
- http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx

NASP Practice Model Resource Page

NASP Practice Model:
Improving outcomes for students and schools

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- NASP Practice Model Assessment, Implementation, and Promotion Resources
- NASP Practice Model Brochure (PDF)
- NASP Practice Model Webinar
- 10 Domains of Practice
- Personnel Evaluation Handout (PDF)

Domain Resource Pages

http://www.nasponline.org/standards/practice-model/

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Personnel Evaluation Framework

The Guidance for Personnel Evaluation Utilizing the NASP Practice Model can be found in two places:

NASP Practice Model landing page
http://www.nasponline.org/standards/practice-model/

NASP Practice Model Assessment, Implementation and Promotion Resources Page
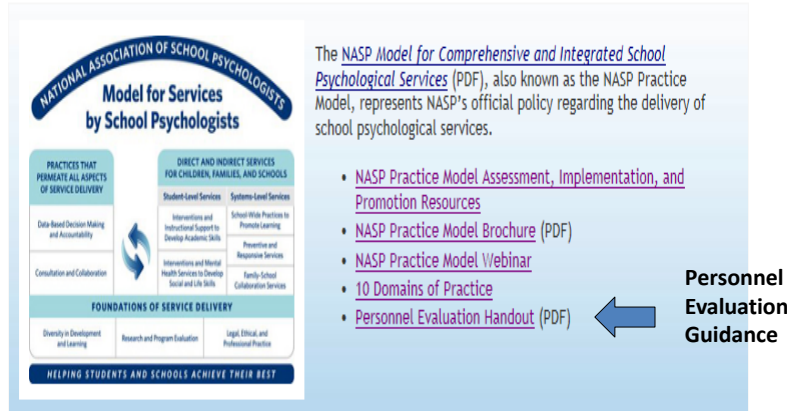http://www.nasponline.org/standards/practice-model/Implementation-and-Promotion-Resources.aspx

Direct Link to the Document:
http://www.nasponline.org/publications/cq/41/3/pdf/V41N3_AframeworkforthepersonnelEvaluation.pdf

NASP Practice Model Resource Page

NASP Practice Model:
Improving outcomes for students and schools

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- NASP Practice Model Assessment, Implementation, and Promotion Resources
- NASP Practice Model Brochure (PDF)
- NASP Practice Model Webinar
- 10 Domains of Practice
- Personnel Evaluation Handout (PDF) **Personnel Evaluation Guidance**

http://www.nasponline.org/standards/practice-model/

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Professional Development

- NASP Model Webinar posted on NASP website
  - http://www.nasponline.org/standards/practice-model/nasp-practice-model-webinar.aspx
- CQ Articles
  - Examples from the field
  - Advocacy in Action
  - Communication Matters
- Online Learning Center (OLC)
  - All sessions indicate Practice Model domains
  - https://nasp.inreachce.com/

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Other Resources

RTI Action Network

www.rtinetwork.org

National Center for Learning Disabilities
The power to hope, to learn, and to succeed

10/1/2014

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National Center on Response to Intervention
www.rti4success.org

WEB ADDRESS:

http://www.rti4success.org/

IDEAs that Work
U.S. Office of Special Education Programs

AMERICAN INSTITUTES FOR RESEARCH

OSEP Center on
Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

http://www.pbis.org/

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THE IDEA PARTNERSHIP

www.ideapartnership.org

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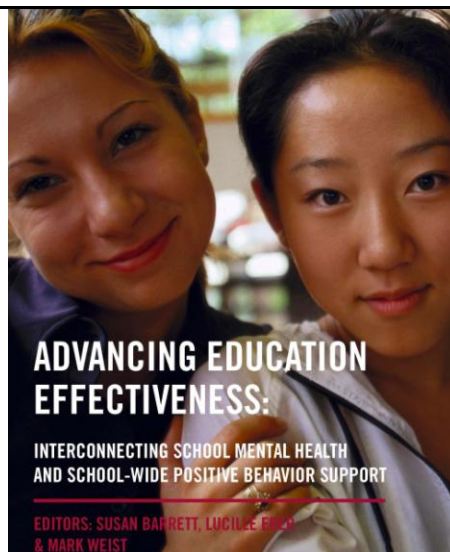
Center for School Mental Health

http://csmh.umaryland.edu/

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THE **IMPLEMENTATION GUIDE TO**

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Center for Mental Health In Schools
http://smhp.psych.ucla.edu/
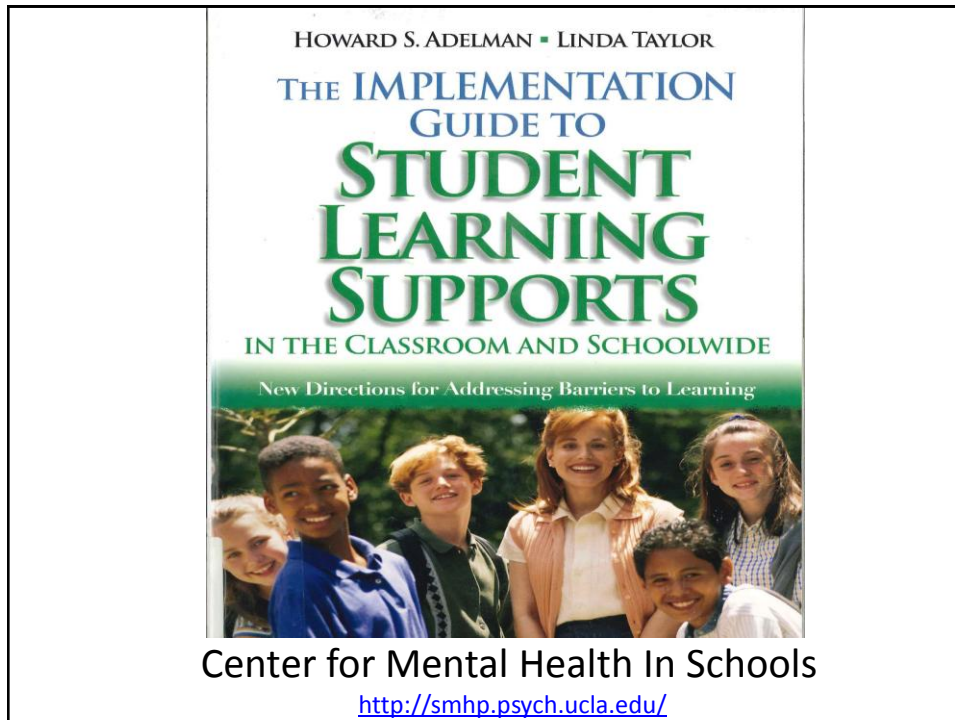
http://sspw.dpi.wi.gov/sspw_cpsi
Pupil Services

SSPW
Student Services/Prevention & Wellness